

2022 Annual Report

Mosman Public School



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Introduction

The Annual Report for 2022 is provided to the community of Mosman Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Mosman Public School we strive to ensure that every student is provided with opportunities to develop their capabilities each year. We strive to provide professional learning and diverse opportunities for every teacher and every leader to develop their capabilities and professional practice each year.

We are committed to creating the greatest impact and growth for all students across all domains of potential (intellectual, creative, physical, socio-emotional) with every student engaged and challenged to continue to learn.

We encourage students to accept the challenge to take pride in their school as a place of learning, making friends, developing resilience and developing the skills and confidence to be successful in their future endeavours.

Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

Aboriginal Education Statement

As a school, we are committed to enacting the AECG & DoE Partnership Agreement to ensure every student understands the heritage and culture of the Aboriginal Peoples on whose land they live.

Aboriginal heritage and culture, as well as the history of the interaction between Indigenous and non-Indigenous Peoples are integrated in our English, Human Society & Its Environment, and Creative Arts teaching and learning programs. All school functions commence with acknowledgement of country with the aim of ensuring all present understand the heritage and culture of the traditional owners of the land upon which our school belongs.

As part of a strong commitment to Aboriginal Education the school has developed a Reconciliation Action Plan (RAP) in consultation with members of the community. The RAP supports whole school scale change by focusing on the need to develop relationships, respect and opportunities in the classroom towards reconciliation.

School context

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG.

Established in 1880, Mosman Public School has a rich history and values its traditions. In 2022, there were 583 students [9.94% non-English speaking background] placed in 26 classes. The learning environment of Mosman Public School reflects innovation in teaching and learning taught in increasingly flexible learning spaces with authentic integration of technology. There is a focus on differentiated quality literacy and numeracy programs that are responsive to student need.

Our school caters for a broad range of enrichment opportunities in the creative and performing arts, leadership, sports, environmental and academic pursuits. Our staff strives to provide students with the skills, knowledge and values necessary for success in education and in life with a focus on evidence-based contemporary pedagogy to engage all learners.

Strong community involvement complements the high parent expectations, and students are provided with a diverse learning program.

We have identified the need to increase the use of data-driven practices to ensure that teaching is targeted to meeting individual student needs with an explicit focus on expected growth. Professional learning will focus on further developing quality formative and summative assessment tasks and data collection practices to develop greater consistency of teacher judgement within and across the school. Rigorous and ongoing data analysis will inform individual teaching and learning programs.

Personalised student learning experiences will be underpinned by evidence-based contemporary pedagogy delivered in increasingly flexible learning environments. A strong focus on effective differentiation including adjustments will cater for the needs of all students including those requiring remediation as well as those identifying as high potential and gifted.

Our planned approach to wellbeing, aligned to our system-generated targets, will determine best practice for measuring and tracking student wellbeing. Integral to this will be a review of school procedures with a focus on social-emotional wellbeing. Enhanced engagement will focus on increasing the number of flexible learning spaces and a greater integration of technology.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Consistent school-wide practices for assessment will be enhanced and used to monitor, plan and report on student learning across the curriculum. Assessment will be integrated and responsively used in teaching practices, confirming that students learn what is taught and make growth. MPS will develop and refine processes to support teachers' consistent, evidence-based judgements and moderation of assessments.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data literacy
- Assessment procedures

Resources allocated to this strategic direction

QTSS release: \$43,884.84

Integration funding support: \$68,155.00

Socio-economic background: \$8,493.98

Low level adjustment for disability: \$57,460.50

Summary of progress

Consistent assessment schedules and data tracking measures have been maintained in order to continue monitoring the learning growth of all students. Teachers continue to track the progress of students using a variety of methods including, PAT reading, PAT mathematics, Big Writes, Soundwaves, PLAN2 literacy and numeracy learning progressions. There has been a continued focus on the balance between both formative and summative assessments, with an emphasis on the triangulation of data sources through team collaboration. Teachers have reported increased collective efficacy and indicated that collaborative data discussions have supported them to target their practice to the specific learning needs of their students. A focus for 2023 will be to align assessment schedules to the new curriculum, and embed additional assessment measures such as PAT adaptive tests. There will be a continued focus on the collaborative triangulation of data sources.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated lower bound target of 79.9%	83.9% of Year 3 students achieved in the top two skills bands in NAPLAN reading which is a 4.4% increase from 2021 and exceeds the system negotiated target. 72.3% of Year 5 students achieved in the top two skill bands in NAPLAN reading which is a 9.5% increase from 2021 and exceeds the system negotiated target. 79.11% of students overall achieved in the top two bands in NAPLAN reading indicating progress toward the lower bound target.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading by 3.9% (lower bound system-negotiated target)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy increases to lower bound system-negotiated target of 68%	63.4% of Year 3 students achieved in the top two skill bands in NAPLAN numeracy indicating progress yet to be seen towards the system negotiated target. 44.6% of Year 5 students achieved in the top two skill bands in NAPLAN

<p>The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy increases to lower bound system-negotiated target of 68%</p>	<p>numeracy indicating progress yet to be seen towards the system negotiated target.</p> <p>55.7% of students overall achieved in the top two bands for NAPLAN numeracy indicating progress to be seen towards the lower-bound target.</p>
<p>Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy by 7.4% to achieve lower bound system-negotiated target</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>All students achieve learning goals and interventions based on determined expected growth data using Year 1 progress measure evaluations</p>	<p>All stage teams follow consistent assessment schedules to include formative and summative assessment. These assessments are used to track the learning of every student, with learning goals generated to target individual growth.</p> <p>Further professional learning has been provided to teachers on how to analyse and triangulate their data, with a focus on increased collaboration to ensure consistent teacher judgement.</p> <p>Tell Them From Me data indicates that teachers are using data to evaluate the effectiveness of teaching and learning programs with the statement 'I regularly use data from formal assessment tasks to decide whether a concept should be taught another way' indicating a score of 8.5.</p> <p>Further Tell Them From Me teacher data indicates further evidence of the use of data to inform learning goals and interventions for students.</p> <p>"I use formal assessment tasks to help students set challenging goals" - 7.9</p> <p>'I use formal assessment tasks to discuss with students where common mistakes are made.' - 8.6</p> <p>'I use results from formal assessment tasks to inform my lesson planning' - 8.4</p> <p>[A score of 1 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position of neither agree nor disagree].</p>
<p>Maintain 'sustaining and growing' in the theme <i>Data use in teaching</i> within the SEF element <i>Data skills and use</i></p>	<p>Self-assessment against the School Excellence Framework indicates that the school is maintaining 'sustaining and growing' in the theme <i>Data use in teaching</i> with the element <i>Data skills and use, thus meeting this progress measure</i>.</p> <p>There has been a focus on supporting teachers to triangulate their data sources to inform teaching directions. This will remain a feature of the school's 2023 school improvement initiatives.</p>

Strategic Direction 2: Effective practice

Purpose

In order to maximise student learning outcomes in reading and numeracy, all teachers will identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies, resulting in sustained and measurable whole school improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Programming & Differentiation
- Curriculum & Pedagogy

Resources allocated to this strategic direction

QTSS release: \$80,000.00

Literacy and numeracy: \$14,060.98

English language proficiency: \$48,736.89

6100 - Consolidated Fund: \$6,660.00

Literacy and numeracy intervention: \$68,952.60

Professional learning: \$19,342.69

Summary of progress

Spirals of Inquiry sessions focused on developing evidence-informed pedagogy for numeracy, with a focus on problem solving, real world application and thinking mathematically. Lesson studies complemented the Spirals of Inquiry model by providing teachers with increased opportunities to collaborate through a *We Plan, We Teach, We Reflect* approach. Impact can be seen through increased problem solving in programs, alongside an increase of differentiation strategies. Engagement with the new K-2 syllabus for English and mathematics has equipped K-2 teachers to plan new lessons ready for 2023 implementation. 2023 will see a continued focus on collaboration to further develop differentiation practices, especially in reading.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of teachers (who have taught at MPS for 12 months or more) as assessed on the School Excellence Framework: Teaching: <ul style="list-style-type: none">• Effective classroom practice - Maintain Excelling• Curriculum - Maintain Excelling	School assessment against the School Excellence Framework for the theme of <i>Teaching - effective classroom practice and curriculum</i> has been measured using a range of qualitative data sources such as, student workbook samples, lesson observations, analysis of teaching programs and student feedback. Self-assessment indicates that the school meets the 2022 target of 100% of teachers (who have taught at MPS for 12 months or more) demonstrating the criteria for excelling in the theme of <i>Teaching - effective classroom practice and curriculum</i> . Effective classroom practice excelling: Lesson planning - All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit student needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. Explicit teaching - A whole school approach ensures the most effective

<p>100% of teachers (who have taught at MPS for 12 months or more) as assessed on the School Excellence Framework:</p> <p>Teaching:</p> <ul style="list-style-type: none"> • Effective classroom practice - Maintain Excelling • Curriculum - Maintain Excelling 	<p>evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.</p> <p>Feedback - Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.</p> <p>Classroom management - All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.</p> <p>Curriculum excelling:</p> <p>Curriculum provision - The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.</p> <p>Teaching and learning programs - Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.</p> <p>Differentiation - Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.</p>
<p>100% of teaching and learning programs [of teachers who have taught at MPS for 12 months or more] for reading & numeracy are differentiated using a variety of data sources.</p>	<p>A review of teaching and learning programs indicates that 100% of reading and numeracy programs are differentiated using a variety of formative and summative data sources. Differentiated adjustments are shared through a collaborative planning process to increase the capacity of all teachers to appropriately differentiate.</p>
<p>Greater than 75% of teachers participate in the lesson study model to improve teaching practice in Reading and Numeracy.</p>	<p>100% of teachers have participated in the lesson study model to improve practice in numeracy and reading. Teacher feedback indicates improved collaboration and pedagogical practice as a result. Consequently, this model of <i>We Plan, We Teach, We Reflect</i> will continue to feature in the school's 2023 school improvement initiatives.</p>
<p>Greater than 60% of teachers (who have taught at MPS for 12 months or more) use contemporary pedagogy in an ILE to maximise student agency and engagement with a focus on <i>lesson planning</i> and <i>explicit teaching</i>.</p>	<p>Although some teachers have engaged in professional learning focused on innovative learning environments, a delay in implementing this initiative means that this will require further focus in 2023.</p>
<p>New scope and sequences are updated to reflect the new K-2 English and Mathematics syllabi.</p>	<p>All K-2 teachers engaged in professional learning to successfully plan for the new K-2 English and Mathematics curriculum reform.</p> <p>K-2 English and Mathematics lessons have been planned to align with new scope and sequence documents. There is consistent implementation across all K-2 classes.</p>

Strategic Direction 3: Learning Culture

Purpose

The learning culture will focus on engaging all stakeholders [students, staff & parents] in personalised learning opportunities.

In order for our students to connect, succeed, thrive and learn, our school's culture will be underpinned by the development of shared understanding and commitment to the development of *contemporary* pedagogy within a *contemporary* learning environment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engagement
- Wellbeing

Resources allocated to this strategic direction

Professional learning: \$19,000.00

6300 - School & Community: \$4,600.00

Low level adjustment for disability: \$42,256.61

Summary of progress

A focus on building and maintaining connections has continued to ensure that every student is known, valued and cared for. Explicit lessons across K-6 to set behavioural expectations as per the Mosman Behaviour Code have been adapted to promote increased consistency, and the introduction of playground equipment for play times has increased student engagement and connections. The full implementation of the Second Steps social and emotional skills program into PDHPE lessons has supported consistent approaches to build student resilience. 2023 will see a continued focus on strengthening student wellbeing, as well as further developing partnerships with parents to be involved in student learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift of 2.5% in the attendance rate to 93.5% (lower bound system negotiated target).	The number of students attending school 90% of the time or more decreased to 68.97%. Attendance during 2022 was impacted by NSW health regulations.
TTFM wellbeing data (advocacy, belonging, expectations) improves to between the lower bound system-negotiated target of 90.8% and upper bound target of 98.5%.	The Tell Them From Me aggregate data indicates that 81.99% of students feel a positive sense of wellbeing at school (expectations for success, advocacy, and sense of belonging aggregated) demonstrating progress yet to be seen towards the lower bound system negotiated target of 90.8%
Improvement as measured by the School Excellence Framework: Learning: Wellbeing - Maintain Sustaining and Growing, with some themes assessed as Excelling	Self-assessment as measured by the School Excellence Framework assesses the school at <i>Sustaining and Growing for Learning: Wellbeing</i> . Theme: Caring for students Sustaining and Growing - Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. Theme: A planned approach to wellbeing Sustaining and Growing - The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to

<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning: Wellbeing - Maintain Sustaining and Growing, with some themes assessed as Excelling</p>	<p>monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</p> <p>Theme: Individual learning needs</p> <p>Sustaining and Growing - Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.</p> <p>Theme: Behaviour</p> <p>Sustaining and Growing - Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,155.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mosman Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around understanding behaviour. • consultation with external providers (Assistant Principal learning & Support, and behaviour specialists) for the implementation of behavioural strategies • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans <p>The allocation of this funding has resulted in the following impact: All students with integration funding allocations have met their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student reviews to ensure that funding is used to specifically address each student's support needs.</p>
<p>Literacy and numeracy</p> <p>\$14,060.98</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mosman Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Programming & Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: Teacher knowledge and skills to differentiate learning has increased. All literacy and numeracy programs are fully differentiated to meet the individual needs of all learners.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be to set up small group tracking for identified students on PLAN2 to target any students who are not making expected growth.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$38,342.69</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mosman Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum & Pedagogy • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging teachers to release teams to collaborate on lesson studies <p>The allocation of this funding has resulted in the following impact: Increased collaboration and collective efficacy among teachers. This has resulted in consistent differentiation strategies being used across literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students will be: Continued engagement in the lesson study model to facilitate collaboration and reflective practice among teachers.</p>
<p>Refugee Student Support</p> <p>\$305.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Identified students have made progress towards their learning goals.</p> <p>After evaluation, the next steps to support our students will be: A continued focus on differentiated practice using data to inform strategies for identified students.</p>
<p>Socio-economic background</p> <p>\$8,493.98</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mosman Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Spirals of Inquiry to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in student improvement evidenced by internal formative and summative data sources.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be continued coaching and mentoring of teachers to support students' individual needs. There will be a focus on developing middle leaders to support their teams.</p>

<p>English language proficiency</p> <p>\$48,736.89</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mosman Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Programming & Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students demonstrate improved outcomes. EAL/D students are more confident and prepared to take risks with their language use, as evidenced in teacher observations and work samples</p> <p>After evaluation, the next steps to support our students will be: Continued professional learning on teaching English as an additional language dialect to increase teacher confidence. There will be a focus on transferring differentiated practice for EAL/D students across all key learning areas (KLAS). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$99,717.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Mosman Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data literacy • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: A consistent approach to student learning support and interventions with subsequent activities to support identified students. All identified students made progress towards their individual goals.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide additional support for identified students through SLSO support and coaching for teachers from the Learning and Support teacher.</p>
<p>QTSS release</p> <p>\$123,884.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mosman Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data literacy • Assessment procedures • Programming & Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum

<p>QTSS release</p> <p>\$123,884.84</p>	<ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Increased consistency in teaching practices with lower variances of teaching quality across classes. High collaboration and collective efficacy has support the implementation of evidence-informed, high impact strategies within teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: Continued opportunities for collaboration and sharing of high quality practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$68,952.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mosman Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum & Pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Identified students have achieved the individual learning goals that were set for them, as evidenced by formative and summative data sources.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be continued professional learning for teachers to cater to individual needs of students in their classes.</p>
<p>COVID ILSP</p> <p>\$26,353.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Students in the program have made significant progress towards their individual learning goals.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support students will be to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	343	331	324	299
Girls	325	324	303	284

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.5	92.7	95.6	92.1
1	94.4	94.9	95.9	92.5
2	96.1	94.0	95.7	92.1
3	95.4	94.2	93.6	91.1
4	95.0	93.6	95.3	90.7
5	95.2	91.1	94.8	92.1
6	94.3	91.2	95.4	89.2
All Years	95.3	93.3	95.2	91.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.13
Literacy and Numeracy Intervent	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,188,802
Revenue	5,688,593
Appropriation	5,193,737
Sale of Goods and Services	5,954
Grants and contributions	472,842
Investment income	15,259
Other revenue	800
Expenses	-5,929,577
Employee related	-5,016,258
Operating expenses	-913,320
Surplus / deficit for the year	-240,985
Closing Balance	947,817

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	68,460
Equity Total	156,948
Equity - Aboriginal	0
Equity - Socio-economic	8,494
Equity - Language	48,737
Equity - Disability	99,717
Base Total	4,272,572
Base - Per Capita	158,430
Base - Location	0
Base - Other	4,114,141
Other Total	471,133
Grand Total	4,969,112

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Student satisfaction

Student voice provided an insight to student engagement and areas of focus in Mathematics. Students were able to explain what they find challenging within Mathematics and this informed teacher professional learning and reflection within Spirals of Inquiry collaborative sessions. Through professional learning, increased opportunities for mathematical reasoning and connections to real world problem solving were implemented into programs.

Student leaders have increased visibility across the school in their leadership of additional responsibilities, including the implementation and organisation of new playground equipment, as well as weekly organisation and delivery of whole school assemblies.

Student feedback via the Tell Them From Me survey indicates that students feel safe and happy at school, and over 90% report having friends at school that they can trust and who encourage them to make positive choices.

Teacher efficacy

Teachers continued to engage in a range of collaborative professional learning opportunities to strengthen their practice, particularly in the area of differentiation and individualised programming.

Collective efficacy was developed through the Lesson Study model, using a *we plan, we teach, we reflect* approach. This allowed for increasingly reflective practice and collaboration to improve teaching pedagogy within every classroom.

The continuation of the Spirals of Inquiry professional learning model fostered a deep inquiry into the teaching and learning of Mathematics, with teams working together to study the impact of their teaching practice on student outcomes. Teachers reported an increase of hands on, real world mathematics within their programs as a result.

Staff wellbeing continued to be prioritised through regular check ins and wellbeing activities each term. Teachers have reported a strong sense of collaboration and collective efficacy across their teams, evidence through Tell Them From Me survey responses.

Parent advocacy

The P&C and Community Engagement Group (CEG) continues to provide regular opportunities for parent advocacy. Collaboration with the P&C has supported the success of the following initiatives and events; a successfully running kitchen garden led by a parent volunteer, the return of our Mini Mos fun run, and the implementation of playground equipment to increase student engagement and support social connections.

Tell Them From Me survey data confirms high parent participation with the school and indicates high collaboration between parents and teachers, with 93% of parents talking with a teacher at least once per week. The school also continues to seek parent input and opinions on a range of matters including school planning, curriculum delivery, teaching practices, reporting, and development of school policies.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.